

North Featherstone Junior and Infant School

Gordon Street, Featherstone, Pontefract, WF7 6LW

Inspection dates 18–19 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The very large majority of pupils achieve well and over time because the amount of progress they make has improved and they make good progress from their individual starting points.
- The proportion of pupils making expected progress and more than expected progress in reading, writing and mathematics by the end of Year 6 is above average.
- Achievement in Nursery and Reception Years and in Years 1 and 2 is outstanding.
- Good teaching overall ensures pupils, many of whom start school at below the level expected, leave at the end of Year 6 having attained broadly average standards in reading, writing and mathematics.
- Pupils thoroughly enjoy school, arriving each day happy at the prospect of being with their friends and getting down to their work and activities. They behave extremely well and feel safe.
- Teaching in Nursery and Reception Years is outstanding. Teachers and their assistants have an excellent knowledge of children which they get from their close engagement with parents and their thorough assessments.
- Teachers' expectations are exceptionally high and all staff ensure children develop all of the knowledge and skills needed to make a very good start in Year 1.
- In Years 1 and 2, teachers' and their assistants' expectations stay very high and as a result teaching is outstanding.
- Leaders are effective in ensuring all pupils get the best start to learning and achieve well. Leaders and governors keep a close check on pupils' progress and on the quality of teaching and where improvements are needed they make sure this happens.

It is not yet an outstanding school because

- Some teaching in Key Stage 2, particularly in Years 3 and 4 is not consistently good or better as it is in Key Stage 1.
- Sometimes pupils are not moved on when they are ready for harder work. They do not always have to make the effort they have been used to and their work is occasionally a bit untidy.

Information about this inspection

- The inspectors visited 19 lessons and observed 12 of the school’s 14 teachers. The headteacher and deputy headteacher joined inspectors in observing two lessons.
- Meetings were held with senior and subject leaders, representatives of the governing body and representatives of the local authority.
- The inspectors spoke to pupils and checked samples of pupils’ writing and work in mathematics.
- Inspectors looked at information on pupils’ progress, the school development plan, policies and procedures for safeguarding pupils and the school’s own evaluation of its work.
- The inspectors took account of the views of 47 parents who completed Ofsted’s on-line questionnaire (Parent View), parents’ written comments and a group of parent who met with an inspector. Account was also taken of 25 questionnaires completed by staff.

Inspection team

Alan Lemon, Lead inspector	Additional Inspector
Susan Davis	Additional Inspector
Keith Bardon	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is below average.
- The school meets the government's current floor standards which are the expected minimum standards for pupils' attainment and progress in English and mathematics.
- The headteacher has supported the improvement of a neighbouring primary school. The headteacher is leading a project involving local schools in developing strategies to improve the attainment and progress of disadvantaged pupils.

What does the school need to do to improve further?

- Make more teaching outstanding particularly in Years 3 and 4 through:
 - raising expectations and giving pupils work, especially the most able, that builds rapidly on what they already know, understand and can do
 - making sure teaching effectively encourages pupils' best efforts and that they are given the opportunity to work hard throughout the lesson
 - ensuring the high standards achieved in the presentation of pupils' writing and mathematics work in Years 1 and 2 is upheld consistently in subsequent years.

Inspection judgements

The achievement of pupils is good

- Overall, children start the Nursery Year with skills and knowledge below what is typical for their age. Throughout the Nursery and Reception Years to the end of Year 2 they make outstanding progress, the majority exceeding expected levels in all areas of their development, particularly in communication, language, literacy and mathematics. Children learn quickly to read words and they are skilled in linking letters and the sounds they make and being able to read new and difficult words.
- Reading all sorts of books is actively promoted across the school. Leaders have succeeded in persuading many parents to read regularly to their children or to encourage reading at home. Pupils spoken with all said they were active readers. The most able pupils tackle challenging texts for their age and thoroughly enjoy reading. Most pupils by the end of Year 2 have developed a regular reading habit and have made significant progress in reading. The least able pupils, including some who have special educational needs, are being very effectively supported from an early stage to read and they move to the next stage with the skills and motivation they need.
- By the end of Year 2, many pupils are adept at expressing their thoughts in ways interesting and lively for the reader. Their writing demonstrates their substantial command of written language, which is significantly above the level expected for their age. By the end of Year 6, most pupils are effective in organising their thoughts and typically putting these down in clear, well-structured writing using good grammar, punctuation and spelling. Because the high expectations of earlier years are not always enforced between Years 3 and 6, some pupils writing become untidy and careless.
- Year 2 pupils' performance in mathematics is also significantly above average. Pupils are knowledgeable and confident in counting, calculating and solving number problems. While the most able older pupils applied their mathematical understanding to solving a variety of problems, for example using ratios and percentages, the work was not always hard enough for them.
- Pupils supported through the pupil premium make the same rates of progress of others. By the end of Year 6, there is no gap in reading and mathematics between pupils known to be eligible for free school meals and other pupils in the school. Currently, a small gap in writing is less than one National Curriculum level of attainment. However, the school's data shows gaps narrowing considerably over time.
- Well-planned support for pupils needing extra help with their work ensures the least able pupils, those with special educational needs get the time and attention for them to learn and make good progress in literacy and numeracy. In Years 1 and 2 there is a hive of such activity and no pupil is allowed to fall behind. Older pupils who need an extra boost to raise them to a higher level are effectively helped to do so with extra work in small groups. This has raised the proportion of pupils attaining the highest levels in 2013 and currently pupils are on track to increase this proportion this year.
- The school's work is effective in advancing the opportunity for all pupils to achieve and be well prepared for secondary school.

The quality of teaching is good

- Teaching is good overall, although some is outstanding and some requires improvement. A lot of the outstanding teaching takes place in the Nursery and Reception Years and in Years 1 and 2.
- In the Nursery and Reception Years teaching is expert, particularly in relation to children learning letters and the sounds they make. A busy day is planned for children and it is filled with many stimulating, challenging activities, which give sharp focus to all areas of learning.
- In Years 1 and 2, the pace and challenge in learning continues unabated as teachers' expectations stay very high. The very well-planned teaching and lesson activities are closely

matched to pupils' different points in learning enabling them to make progress according to their abilities. In English and topic work, pupils are given stimulating opportunities to write about the battle between the Romans and Boudicca or about Florence Nightingale. They have to write neatly, spell correctly and use the right punctuation. In art, Year 2 pupils are introduced to David Hockney's use of colour in landscape painting, which they are quick to appreciate and apply to their own paintings with great success.

- Pupils' writing, mathematics work and art are made into excellent displays which give strong expression to the rich learning experiences teaching provides.
- While there is some good and outstanding teaching in Years 3 and 4, it is not consistent. Some teaching does not provide the level of challenge the most able pupils are ready for and the pace of learning is not always as brisk as it is in earlier years. As a result, pupils' progress slows down for a while but picks up again in Years 5 and 6.
- The expert teaching of English and mathematics in Years 5 and 6, engages and challenges pupils, occasionally to an outstanding extent such as in exploring the qualities of characters in Michael Morpurgo's 'War Horse.'
- Throughout the school, teaching assistants work very effectively in classrooms and beyond supporting learning and progress. The school's data shows their teaching of individual pupils and small groups outside the classroom achieves challenging targets for pupils with special educational needs and is closing the gaps in attainment for pupils who are behind in learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is outstanding. The school's policy for promoting good behaviour is used consistently and very effectively by all staff and this sets high expectations for the quality of behaviour around the school. The rapport with staff is excellent and pupils start each day on a positive note.
- All the parents who expressed a view said their children were happy at the school. The pupils spoken with all had many good things to say about their experience of school.
- Attitudes to learning are very positive throughout the school. Pupils are expected to get straight down to work when they arrive and they respond to this in an extremely impressive manner. Children arriving for the Nursery and Reception class day are greeted with a wide choice of activities prepared by staff in which they get immediately immersed. Teaching stresses the preciousness of time and pupils make good use of time to progress their work.
- Pupils treat each other with respect and work and play together exceptionally well. They are helpful to each other. Older pupils regularly help younger pupils with reading and they act as buddies at play times. Their behaviour around school, on the playground and at lunch, is impeccable. The record of behaviour over time shows that it is typically of a very high order.
- The school's work to keep students safe and secure is good. The school's buildings and grounds are well maintained and secure, keeping pupils safe. Clear routines and careful regard for health and safety across the school day promote pupils' well-being.
- Pupils are taught about all of the risks children may typically encounter including the use of social media and computers. They have a good awareness of the different forms of bullying and they genuinely share the school's values that bullying is unacceptable. The experience of pupils spoken to is of little or no bullying in school and records held by the school reflect this. Pupils are also clear on how they would respond to being bullied and that they would have the support of staff in dealing with any occurrence.
- While leaders give high priority to keeping pupils safe, their checks on records of incidents and accidents are not always as detailed and rigorous as they could be.

The leadership and management are good

- Good leadership has, over time, ensured the school is well directed with clear aims and values.

These have firmly focused on, and been effective in, making a positive contribution to the community, pupils achieving well and the school's continued improvement.

- The school is very well regarded by parents and it has a high reputation of long standing in the community and with the local authority. While support from the local authority for this good school does not need to be intensive, the local authority has given good support to the school's self-evaluation and its analysis of pupils' progress.
- The headteacher has been instrumental in supporting the improvement of another school, which the local authority reports as having been highly successful. As a result of the school's positive record of improving the outcomes for pupils supported through the pupil premium, the headteacher is currently leading on the development of similar initiatives with other schools.
- The staff work together well and contribute significantly to the school meeting its aims. All staff have a management responsibility for an aspect of the school's work. They perform their roles expertly, diligently and apply energy to driving improvement.
- The leadership of the Nursery and Reception Years is outstanding and so is the leadership of Years 1 and 2. In Nursery and Reception, work and activities are extremely well organised and the rigorous checks of children's progress are used productively to plan and improve how children learn. The leadership of Years 1 and 2 has created high expectations for teaching and learning in all aspects of pupils' work leading to high standards and excellent achievement.
- Pupils' progress is closely tracked for strengths and weaknesses giving leaders key areas for improvement they quickly respond to such as increasing the proportion of pupils reaching higher levels and making more than expected progress.
- Leaders have an accurate view of teaching and where improvement is required they have taken action, although this has yet to raise the overall quality of teaching to outstanding. The school's policy for managing teachers' performance is sharply focused on targets to raise pupils' achievement.
- In spending the additional primary school sports funding, leaders have considered carefully how this improves pupils' interest in sports and other healthy pursuits. Sports coaches are effective at creating enthusiasm and more participation among an increasing number of pupils. The success of the spending decisions is being closely monitored.
- **The governance of the school:**
 - Governors are actively involved in checking the work of the school and keep closely informed about pupils' progress and the quality of teaching. They approved an updated policy on teachers' performance and pay conditions which is the framework used to check teachers' progress and pay progression. They carry out their work systematically, such as having specific groups of governors focusing on pupils' progress or the school's budget. Governors obtain detailed reports on how the pupil premium and the funding to further promote physical education and sports is used, paying particular attention to the impact of this spending on outcomes for pupils. Governors visit the school regularly to look specifically at aspects of its work and to check the progress on improvement plans. Governors' good expertise, together with their detailed knowledge of pupils' performance and the quality of teaching leads to probing questioning and challenge for leaders. The local authority recently reviewed the effectiveness of governance which revealed many strengths. The recommendations on improvements are the basis of a current action plan drawn up and being put into effect by governors.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108206
Local authority	Wakefield
Inspection number	432074

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	295
Appropriate authority	The governing body
Chair	Mark Garland - Jones
Headteacher	Colin Jackson
Date of previous school inspection	10 June 2009
Telephone number	01977 723 546
Fax number	01977 722 685
Email address	admin@northfeatherstone.wakefield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

